

University of Surrey

Faculty

Department/School

Validation of programmes

**SUBMISSION DOCUMENT**

Month / Year of production

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# 1. PROGRAMME INFORMATION

|  |  |  |
| --- | --- | --- |
| 1.1 | Principal programme award and title |  |
| 1.2 | Subsidiary award(s) and title(s) |  |
| 1.3 | JACS code (existing or new if any changes requires an updated code) |  |
| 1.4 | Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) level of study |  |
| 1.5 | Date of validation event |  |
| 1.6 | Name of the programme the proposed programme is replacing (if applicable) |  |
| 1.7 | Proposed date of introduction |  |
| 1.8 | Faculty/Associated Institution and Department submitting the review documentation |  |
| 1.9 | Other Faculties/Departments/Schools supporting the programme, if any |  |
| 1.10 | Programme Leader |  |
| 1.11 | Professional, Statutory or Regulatory Body (PSRB) or other external bodies that provide accreditation, endorsement or recognition of the programme(s) |  |
| 1.12 | Other external or collaborative body that contributes towards the programme(s) |  |
| 1.13 | Modes of study (full-time /part- time /sandwich/distance learning) |  |
| 1.14 | Length of study |  |
| 1.15 | Recruitment and entry requirements |  |
| 1.16 | Student intake targets (projection for the next five years) |  |
| 1.17 | External examiner (if known) |  |
| 1.18 | Articulated progression route (forFoundation degrees only) |  |

## 1.19 Programme rationale and aims

## 1.20 Programme structure

1.20.1

1.20.2

1.20.3

## 1.21 Recruitment and entry qualifications

## 1.22 Programme specification

## 1.23 Module descriptors and/or taught unit descriptors

# 2. LEARNING AND TEACHING, ASSESSMENT AND FEEDBACK

## 2.1 Learning and teaching and research strategy

## 2.2 Learning and teaching and delivery

## 2.3 Ethical issues

## 2.4 Assessment overview

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module code | Module title | Semester | Formative / summative | Assessment type (unit/ element) | Assessment length | Assessment weighting | Indicative timing, e.g. week 9 |
|  |  |  |  |  |  |  |  |

## 2.5 Assessment strategy rationale

## 2.6 Alternative assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module code | Module title  | Original Assessment  | Alternative assessment  | rationale |
|  |  |  |  |  |

## 2.7 Assessment criteria

## 2.8 Feedback

# 3. BENCHMARKING AND CONSULTATION

## 3.1.1 Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ)

## 3.1.2 Subject Benchmark Statements

## 3.1.3 Programme and module learning outcomes

## 3.2 Quality Assurance

## 3.3 Professional Statutory and Regulatory Body requirements (PSRBs)

3.3.1

3.3.2

3.3.3

## 3.4 Consultation

# 4. RESOURCES

## 4.1 Staffing

## 4.1.1 Staffing overview

## 4.1.2 External staffing

## 4.1.3 Additional staffing

## 4.1.4 Staff development / training

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## 4.2 Programme handbook

## 4.3 Learning resources

## 4.4 Access

|  |  |
| --- | --- |
| 1a. Have competence standards and learning outcomes been reviewed in order that disabled students can demonstrate competence & learning outcomes by alternative means and forms of assessment? |  |
| 1b. Can reasonable adjustments be found to achieve the learning outcomes while maintaining competence standards? For example, signers for the deaf, assistants for the blind or those with mobility difficulties.  |  |
| 1c. Have health and safety and professional requirements been reviewed to ensure changes in practice have been reflected in the review? |  |
| 2. Is there any recent experience within the Faculty of having supported students with disabilities on a similarly constructed course?   |  |
| 3. What experience can be identified and drawn upon elsewhere in the UK of students with disabilities on similar courses being supported to achieve the learning outcomes, whilst maintaining competence standards? |  |
| 4. What extra resources will be needed to adapt existing facilities to enable access and inclusion on the programme? |  |
| 5. Does the programme require any fieldwork or work away from the University that may make additional demands on the student and will need to be accommodated? |  |
| 6. Have agreements been made with associated institutions e.g. Farnborough College, about the inclusion of disabled students? |  |
| 7. Is a professional placement normally part of the programme? If so, in what way will work placements be promoted positively to disabled students? Have you undertaken reviews to identify which of your current placement providers may be appropriate for disabled students and what adjustments may need to be made? Are students able to study abroad as part of an ERASMUS or similar programme? If so, what preparations and provision are made for students with disabilities? |  |
| 8. What strategies will be used to market the new programme to people with disabilities?  |  |
| 9. Do admissions criteria reflect the flexibility that is possible for applicants to demonstrate learning outcomes or competence standards? How is this flexibility communicated to applicants? Have admissions statements been reviewed to ensure these do not create unnecessary barriers for disabled people? |  |
| 10. What statistics in the University can be found to show recruitment, progression and achievement of students with disabilities?  What qualitative data is being collected to support the statistical data? Have the views of disabled students been actively sought during the review of the programme? |  |

## 4.5 Public information

|  |  |  |
| --- | --- | --- |
| Reference (e.g. website / prospectus / pre-val form) | What it was | What it has been changed to  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## 4.6 Other resources

# 5. PERSONAL DEVELOPMENT

## 5.1 Personal Development Planning (PDP)

# 6. COLLABORATIVE PROVISION

## 6.1 Professional Training Year (PTY)

## 6.2 Other collaborative activity

## 6.3 Industry